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Dr. McKool

ELD 308

14 February 2012

Writing Minilesson Plan

**Grade:** 4

**Time:** 20 minutes

**Standard:**

* W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  + Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  + Use dialogue and description to develop experiences and events or show the responses of characters to situations.
  + Use a variety of transitional words and phrases to manage the sequence of events.
  + Use concrete words and phrases and sensory details to convey experiences and events precisely.
  + Provide a conclusion that follows from the narrated experiences or events.

**Materials:**

* Writing journals
* Pens or pencils

**Lesson Sequence:**

1. **Lesson Introduction/Anticipatory Set (Engagement) –**

* “When we did our reading minilesson on *Jumanji* we talked about the main components of a story. Can anyone tell me what those components were that made our stories so interesting?” I will then take students answers until everything is covered. Next I will say, “Now I am interested to see if you all can write a story using those main components. This is now a great time for us to be creative with our writing and anything goes!”

1. **State Objective and Purpose –**

* “Remember when we talked about how *Jumanji* would not have been the same without the conflict and resolutions? I am so interested to see how you can create your own conflict and resolutions in your own narrative story. Today we are going to be writing in our journals and creating our own stories with these same concepts.”

1. **Teach and Model –**

* On the board I will have the organizer used with the two labels of conflict and resolution. I will create an example for them and say, “I want to write a story about my baby sister. She got a stain on my mother’s favorite shirt one day and now my mother is asking where her shirt is. Now that is a big conflict! I can let my imagination run wild with possible solutions she may come up with before the final ending. This is a great example of how to develop stories. We do not have to constrict ourselves to any one kind of conflicts either.” I will then explain there is character versus character conflict, character versus self, character versus nature, and character versus society and write them all on the board for reference.
* “There are many ways we can develop our stories with conflicts. My sister may even have more than one conflict to resolve! She definitely will have a character versus character conflict if my mother finds out she got a stain on her favorite shirt. She may also have a character versus self conflict because she does not know what to do and feels morally wrong about her actions and not being truthful with my mother. You can do any kind of conflict in your writing or even multiple ones. Make it interesting!”

1. **Guided Practice –**

* “Let’s work together to list more conflicts which Peter and Judy could have faced. We will just go off of what Chris Van Allsburg already wrote and create our own version of Jumanji the game. Let’s think of other parts of the jungle that could have come to life and caused them problems.” I will be writing these on the board for everyone to see and take only five conflicts.
* “Now let’s look at these conflicts and produce some solutions.” I will take only five solutions to write on the board, but I will take two additional ideas to make sure the students know every idea is a good idea and in their own stories they can write whatever they want as long as it progresses the story.

1. **Independent Practice/Assessment –**

* “Now I want you all to use your writing journals to write your own narrative using conflicts and resolutions in order to progress the story. Do not forget the main events either. But your story can be about anything you want. You can create your own version of a board game. You can create a list of conflicts and resolutions beforehand if you want. But let your imaginations run!”

1. **Closure –**

* “Did listing conflicts and resolutions before writing your story help your progression at all?”
* “How can we use this strategy for other writing pieces? Is it good for other topics like science when we do experiments?”

1. **How will I know the lesson has been successful?**

* I will know the students are successful if they students are able to produce the list of conflicts and resolutions. I will also read the narratives on my own time to make sure they understand the concept.